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/Project of a Resolution of the Party Committee at Scout Headquarters/

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Scoutmasters and Commissioners have frequently given proof, in word and deed, of their concern for the future of the young generation, for the good of the nation and of society for which the scouts of today will soon bear their share of responsibility.

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The outline

of that ideal goal has been agreed upon by all the Scoutmasters and Commissioners in the ideological declaration of the Congress of Lodz, and has thus become part of Scout Law.

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At the time of the Congress, while work on the new law was in progress, a number of arguments was often only formally settled on the basis of mutual concessions and mutual restraint. There was no unequivocal pronouncement on the part of the majority which would recognise either opinion as actually right or actually wrong.

At the time of the Congress, progressive Scoutmasters and Commissioners acting uniformly and in concord, with determination and without bigotry, succeeded in directing the elemental force of the movement to the right and proper path. Now to define with equal uniformity, determination and broadmindedness, the political and ideological position of Scouting in Society.

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In certain ideological problems the "pros" and "cons" must be more clearly specified.

Such a political self-definition would become the basis of a long-term educational programme for the entire corps of Scoutmasters and Commissioners, and would determine the ideological climate in which the new generation of Scoutmasters is reared. For what causes the greatest concern for the future of the Association is not the fact that political mistakes occur in one or other troupe, but the fact that the new corps of Scoutmasters and Commissioners is brought up in wrong convictions like, for instance, the

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international character of Scout Brotherhood.

That is why it is urgent and imperative to press for a consolidation of the majority of the Scoutmasters and Commissioners on the uppermost administrative rungs of the Association /General and County Headquarters/ around the programme "Pros and Cons", as it has emerged from the discussion. In this circle there must be no fundamental ideological or political divergencies. Such a situation would render programmatical activities and the education of the whole corps of Scoutmasters and Commissioners difficult or downright impossible. Only the determined activity of progressive groups can ensure the independence of the Association, the full future enjoyment of positive traditional attainments and a further development of the Scout movement.

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With the Social Movement - against the "Free Play of Forces" Phenomena of class warfare by no means by-pass the field of adolescent education; in their midst, Scouting has not remained an oasis of classless brotherhood. On the contrary, in the war about educational principles which is now being waged, Scouting is by no means the most negligible of fronts.

This situation requires a more precise definition of the Scout movement.

A social movement can only come into existence when groups of people unite around common social ideas. Ideological cross-purposes, contradictory tendencies cannot form the core of a social movement.

Scouting is a social educational movement. An educational movement applies social ideas in the field of education as educational and not merely political conceptions. An educational movement cannot conform to detached ideas of its own which would be independent of the ideology represented by adult social movements. Educationists, followers of social ideas under whose influence the educational movement develops, form the leading body of the movement which attracts and convinces masses of pedagogues. It is this conception of Scouting that was the subject of controversy at the Congress of Lodz. This is the conception of Scouting as it has been formulated in the ideological declaration. "The Polish Scouts and Guides' Association is active under the ideological leadership of the United Polish Workers Party". Some brandish the notion of the "United Popular Front", thus misapplying adult political ideas to educational concepts/ and believe it to be advisable to

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abolish differences in the name of unity. Unity of this sort leads, however, to the characteristic "free play of forces". This "grand free play" of various political forces and diverse social tendencies is expected to guarantee sufficiently the social character of the Scout movement and its relationship with the educational assets of society: the parents and society in general.

In actual fact, Scouting can only be a manifestation of the progressive social trend in the field of education. This movement appeals to what are the genuinely patriotic progressive elements of society, to the really humane qualities in every human being. People of such qualities also distinctly prevail among the Scoutmasters and Commissioners. What is needed is, therefore, to appeal to them, not permitting the infiltration of reactionary ideas behind the smoke screen of the "United Front".

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A determined, uniform activity of progressive forces will not only not weaken Scouting, it will strengthen it.

Conclusions:

1. The Association must not be a federation of different authorities, differently interpreting the basic ideological foundations of Scouting.
2. It is requisite to strengthen the position of the General Council which is to be assigned the duties of developing and interpreting the ideological principles of Scouting whose general outlines have been defined by the Congress of Lodz as well as by Scout Law. The administrative body of the Association ought to act in conformity with the decisions of the council by getting the Scoutmasters and Commissioners interested in the realisation of the aims of ideological education, by educating the new generation of Scoutmasters, by ensuring adequate programmatical help for Scout Troups.
3. The executive organ of the Council must have both the right and the duty to foster the correct ideological trends in the Association; to supervise the realisation of the postulates of the Council and to draw inferences therefrom; to liquidate, by way of public discussions and public resolutions, such conflicts as tend to obstruct the uniformity of the ideological influence.
4. The consolidation of the supreme authorities and County headquarters around a precisely defined ideological programme of scouting is bound to create propitious conditions for a future General Meeting in which the latter will become an important stage in the confirmation of Scouting as a socialist and socio-educational movement.

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For the Ideal Human Being with a High Morale.

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Against the Separation of Moral and Ideological Education.

Tell the truth! Honour your Elders! Help the Weak! - too many educational principles of this kind have been relegated to the background in recent years. In practice the deeply humane sense of socialist ideas has to frequently been disregarded. Mistakes and apostasies in high level policy have been corrected, why should they not be corrected in education? Human morality is not merely private integrity, it implies the duty to struggle for such a reform of human relationships where justice would really mean justice. If one is not taught how to fight, one is liable to conform to the existing interpretation of moral conceptions, which defeat any attempts at the introduction of real moral values into social life, when perverted, noble feelings of patriotism appear as nationalism, humanism or the isolation of "perfection", the brotherhood of nations as the acceptance of colonialism,

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precincts of method this signifies that so-called "perfectionism" and education in isolated, healthy educational establishments is not enough, that the young have to be educated in close contact with social life, so that they should form opinions and become interested, as far as possible, in the reform of their environment.

Some believe that Scouting ought to provide a non-political education for a human being that tells no lies, does not steal, honours his elders, forms no bad habits etc - in short a "decent human being", who would be a good citizen of any Poland, therefore also of the Popular Republic, and therefore also of socialism. Meanwhile it is obvious that a man with no interest whatsoever in socialist reform cannot be a good citizen of a socialist state, even if he always tells the truth and is helpful to the old. The problem of the general ideal of moral education is a composite one, and requires to be dealt with in detail. The edge of the argument is most acute where the problems of moral education are most closely connected with political and social problems.

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Education in the spirit of patriotism and of the brotherhood of nations is one of these problems.

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Conclusions:

1. A full moral education in the Scout movement requires concentration on the adequate education of a Scoutmaster -Commissioner corps /attention is rightly paid to the example of the "elder brother"/. In assessing the value of the Scoutmaster, his ideological attitude, the degree to which he is socially committed, his moral posture and pedagogical aptitude deserve equal consideration .
2. To be educated to truly moral human beings in the Scout movement, the young must, within the limits of possibility participate in the reform of their environment and in the formation of social ideas.
3. It is necessary to undertake studies aiming at a fuller and more precise definition of moral education in Scouting and of the Scout methods leading to the fulfilment of this ideal.

For Patriotism - Against Nationalism and the Mythology of Scout Brotherhood.

Patriotic feelings underlie the foundations of scouting and have often been emphasised in its history /"Grey Ranks" - "Szare Szeregi"/. ☐ value and maintain these traditions.

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In Scouting, however, ☐ these national traditions are more or less consciously limited to the tradition of struggle for independence. Hence the characteristic hero-worship of those who die for the country, while one forgets that patriotism means above all living for the country. ☐

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☐ the uncritical attitude of the Polish Boy Scouts and Girl Guides Association towards history, the activities of its authorities, the by-passing - despite all resolutions - of the ideological undercurrent of progress in its history, the neglect of the entire progressive trend of the youth movement, of the struggle for national and social liberation.

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☐ want the education of the Scouts continually to improve in the spirit of internationalism, of sympathy and co-operation and respect for other nations, in the understanding of the essential contribution of the Soviet Union to the development of mankind, in the consciousness of the links of solidarity with those struggling for national and social liberation, who "want to make the world a better place".

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Conclusions:

1. It is proposed to initiate discussions among the administrative body of the association, discussions on the subject of the traditions of the association, [] to continue, and on the controversial subject of internationalism and Scout Brotherhood. 25X1
2. It is proposed to take up, within the framework of the educational programme for the new corps, problems of patriotism, of scouting traditions, internationalism, Scout Brotherhood, and their realisation in the spirit of Scout ideology.
3. Systematical programmatic assistance to troupes in their efforts to achieve an education in the spirit of patriotism and internationalism.

For the Creative Development of Scout Methods - Against Methodical Dogmatism and a General Revision of Scout Methods.

[] an all-out effort in utilising the positive methodical attainments of the former ZHMPM and O.H. in their entirety, preserving those past achievements that can be of use in the future. The adaptation of a number of traditional methods to the needs of present day education is both right and necessary. This is, besides, proved by the activities of numerous Scout Troups. 25X1

There is an increasing range of methods aiming at a closer relationship of the young with their environment in a widely conceived sense of the word, so that they should become familiar with the laws governing this environment, develop social activities therein and continually wish to improve and reform it. [] develop this method by combating the isolation of scouting from life, and also by avoiding the mistake of mechanical, anti-educational excessive political single-mindedness. To deny the methodical achievements of Scouting is unjust; it is equally unjust to maintain that educational methods applied in other political structures must be useless in socialist education. A hypocritical attitude 25X1

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towards Scouting, frequently met with on the part of Scoutmasters and in the press, must be, when not seconded by reasonable, experimentally motivated reform proposals, condemned as hooliganism which harms the movement.

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[] equally oppose [] the fossilisation of methods which narrows the social scope of Scouting and reduces its ranks. Methodical dogmatism often robs educational work of its intrinsic sense, leads to formalism and to "drill", to the neglect of the needs and interests of youth and to the isolation of the young from real life.

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On the other hand, it is imperative to promote a creative, well-planned methodical initiative of the new kind. This leads to the need for various experiments which must not, however, result in the alienation of the experimenting groups from the association.

Camping plans for next Summer will be the acid test of the creative adaptation of Scout methods. The effort of the Scoutmasters and Commissioners should not be wasted in futile criticism of their own organisation but concentrated, in harmonious endeavour, on the success of the Summer camps to make them produce creative ideas and contribute to our educational work.

Conclusions:

1. It is advisable to profit by the methodical attainments of the past, adapting the methods of the former ZHP and OH to the needs of present day education.
2. There is emphatically no question of a return to the wrong theory and practice of 1950 which rejected the traditional achievements of Scouting.
3. It is necessary to promote conditions favourable for experiments, and to fight methodical dogmatism.
4. The Summer camps will be the criterion of usefulness of creatively applied methods of Scouting. Their result must be subjected to analysis, and conclusions drawn therefrom on which to base future activities.

The leadership of the progressive movement in Scouting requires a consolidation of the forces of the left around the task of working out the right ideological face and the educational character of Scouting.

One must also bear in mind that the individual moral posture of the members of the party is an essential condition of leadership, and this is for many non-party members among the Scoutmasters and Commissioners and for the rank and file, the criterion of the idea represented by party members. Concern for the proper moral

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attitude of party members is the essential task of the comrades. 25X1

To realise the tasks facing party members in Scouting it is requisite to institute, under the participation of Scoutmasters and Commissioners, party teams in County Headquarters. It will be the aim of these teams to assist party members to evolve opinions on the most essential problems of the association. The teams will determine the direction of the political activity of party members in the Association, mobilise them for the interpretation, to the wide circle of Scoutmasters and Commissioners, of the ideological and educational aims that confront them. They will prepare them for the work of attracting to the platform of progress the largest possible number of Scoutmasters and Commissioners. They will counteract, with the help of the general mass of Scoutmasters, the influence on youth of those Scoutmasters who act in discord with the ideological trend accepted by the Association at the Congress of Lodz, as expressed in the declaration of Lodz, in the Scoutmasters' promise and, to a certain degree, in Scout Law.

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